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JUL 28 '39

THE ROLE OF EDUCATION IN INTERNATIONAL CULTURAL RELATIONS

Address by Ben M. Cherrington¹

[Released for afternoon newspapers of July 6]

The people of the Western Hemisphere always have had an intuitive sense of their community of interests, but only recently have they become acutely conscious of the relation of those common interests to their future well-being and independence. Disturbed and threatening international developments have brought to each of the American republics an awareness that the Panama Canal is not to be regarded as a symbol of the separateness of the peoples inhabiting the two continents but rather as a bond uniting them for the preservation of their liberties and the achievement of a common destiny. Throughout the Americas we observe an increasing appreciation of our interdependence and the mutual advantages to be derived from closer cooperation. That effective cooperation has been so long delayed is in no small degree the fault of the United States. For several decades following the proclamation of the Monroe Doctrine in 1823 we were preoccupied with the development of our internal life. We remained for the most part aloof from the countries to the south of us; nevertheless the era was characterized by attitudes of good will and friendship. Then came a period in our history of which we are not in the least proud. Other expanding powers were aggressively reaching out for territory. It was the mood of the hour which perhaps excuses us in part for succumbing to it. For a time we too became expansionist. While vigorously pushing the exports of our goods to the other American countries we curtailed the export of their goods to us by an ever-rising tariff wall. We

fought Spain and secured the Philippines and possessions in the Caribbean. "Dollar diplomacy" led inevitably to outright physical intervention in several countries of the Caribbean area. We regarded what we were doing as a "big brother" policy, but to Latin Americans it resembled a "big bully" policy. The friendly feeling toward the United States characteristic of the earlier decades of the nineteenth century changed throughout the other Americas to distrust and antagonism. Speaking of that period, the present Under Secretary of State, the Honorable Sumner Welles, in an address before the American Academy of Political Science in 1937 said:

"I know of no act of intervention undertaken by the United States which has accrued to the benefit of the American people. We reaped only hostility, suspicion, and ill will; and, in similar degree, I am unable to find that the people of those countries where such intervention took place gained any benefit other than the temporary advantage which the road construction or the sanitation imposed upon them brought them; for it has been demonstrated by this experience—if such experience were necessary—that domestic peace and the utilization of the orderly processes of democratic self-government cannot be imposed from without by an alien people; they can only arise from the individual genius, the needs and the will of peoples themselves."

Fortunately, that is a closed chapter in our history—closed, I believe, forever and with the unanimous approval of the people of the United States. In that same speech Mr. Welles gave lucid expression to the present policy of our Government in the following statement:

¹Delivered before the national convention of the National Education Association, San Francisco, Calif., July 6, 1939. Dr. Cherrington is Chief of the Division of Cultural Relations, Department of State.

"If there is one thing above all others that the Government of the United States today stands for in its relationship with the other republics of this hemisphere, it is its utter unwillingness to interfere, directly or indirectly, in the domestic concerns of those nations."

By deeds as well as words we have sought to rectify the mistakes of previous years; the Platt Amendment that gave the United States the right of intervention in Cuba has been abrogated; our marines have long since been withdrawn from occupied territory; treaties have been signed pledging this country not to interfere in the internal or external affairs of the other American republics; and reciprocal trade agreements are releasing the flow of commerce between many American states and ourselves. A new era of confidence and cooperation is supplanting the suspicions and hostilities of the past. What President Roosevelt happily designated as the good-neighbor policy in principle is becoming the established policy of all the Americas. Each of us in the Western Hemisphere is learning the lesson of self-restraint in our relations to others. Out of this respect and consideration for the rights and needs of our neighbors is growing the sense of community to which we alluded earlier—a feeling of common destiny, which lends added dignity and significance to each of us as independent states. The reality of the new era was clearly manifest at the recent Eighth Inter-American Conference held at Lima, Peru, which is accurately characterized in the following statement by the distinguished Peruvian, Fernando Carbajal:

"The Lima Conference was a gathering of good friends. The suspicions and misgivings of earlier times were forced into the background, thus leaving the field free for a frank, constructive effort to raise a firm structure of cooperation on the solid foundation of sincerity and confidence."

From the free and frank discussion of the Conference emerged the Declaration of Continental Solidarity, or the "Declaration of

Lima" as it is called, denoting the unity of the peoples of the Western Hemisphere. Its far-reaching significance justifies us in refreshing our memory on its essential points. In part it reads:

"Considering:

"That the peoples of America have achieved spiritual unity through the similarity of their republican institutions, their unshakable will for peace, their profound sentiment of humanity and tolerance, and through their absolute adherence to the principles of international law, of the equal sovereignty of states and of individual liberty without religious or racial prejudices;

... the Governments of the American States

"Declare:

"First. That they reaffirm their continental solidarity and their purpose to collaborate in the maintenance of the principles upon which the said solidarity is based;

"Second. That faithful to the above-mentioned principles and to their absolute sovereignty, they reaffirm their decision to maintain them and to defend them against all foreign intervention or activity that may threaten them;"

It was acknowledged by all at Lima that it is not enough for governments in their official relations to follow the good-neighbor policy, indispensable as that is; it is necessary that the people themselves shall become good neighbors. The people of the Americas must know and understand each other; their history, their outlook on life, their ideals and aspirations, their finest creations of mind and spirit—these must be shared in common. On every hand in the United States is unmistakable evidence of the eager desire of our people for better knowledge and understanding of our neighbors to the south and in turn to be known and understood by them. Anyone who recently has visited the other American countries will testify as to their readiness to share their cultural and intellectual

attainments with us. In the United States active and effective societies, clubs, and organizations of every kind exist to promote cultural interchange and sympathetic understanding of the culture, history, and social institutions of other peoples. Colleges and universities have taken an active part in the movement. The work of many of these institutions has been worthy of the highest praise. Nevertheless, these institutions have been handicapped by the lack of an agency in our government to stimulate, coordinate, and facilitate their endeavors. To meet this need the Division of Cultural Relations has been created in the Department of State. In the words of the departmental order of July 28, 1938, the Division of Cultural Relations was established to have "general charge of official international activities of this Department with respect to cultural relations, embracing the exchange of professors, teachers, and students; cooperation in the field of music, art, literature, and other intellectual and cultural attainments; the formulation and distribution of libraries of representative works of the United States and suitable translations thereof; the preparations for and management of the participation by this Government in international expositions in this field; supervision of participation by this Government in international radio broadcasts; encouragement of a closer relationship between unofficial organizations of this and of foreign governments engaged in cultural and intellectual activities; and, generally, the dissemination abroad of the representative intellectual and cultural works of the United States and the improvement and broadening of the scope of our cultural relations with other countries."

The field of activities thus laid out for the Division is that of genuine cultural relations. It is not a "propaganda" agency, in the popular sense of the term which carries with it implications of penetration, imposition, and unilateralism. If its endeavors are to be directed toward the development of a truer and more realistic understanding between the peo-

ples of the United States and those of other nations, it is believed that such a goal can most surely be attained by a program which is definitely educational in character and which emphasizes the essential reciprocity in cultural relations. A primary function of the Division will be to serve as a clearinghouse and coordinating agency for the activities of private agencies in the field of cultural relations. The efforts of the Division will have relation to nations in all parts of the world, but during the initial phase of its program particular attention will be given to the other American republics.

Among the projects to which the Division is giving immediate attention is the Convention for the Promotion of Inter-American Cultural Relations, signed in Buenos Aires in 1936, which calls for the annual exchange of two graduate students or teachers and one professor among the signatories. In addition to the United States, nine countries have ratified the instrument: Brazil, Chile, the Dominican Republic, Haiti, Honduras, Nicaragua, Panama, Peru, and Venezuela. It is hoped that the establishment of these government exchanges may serve to stimulate the offering of additional scholarships and fellowships by universities and colleges in all sections of the United States.

The Division is serving as a clearing center for activities of various departments and agencies of the Federal Government of an international cultural or intellectual character. It will also offer every possible aid in behalf of the United States in the very important work of the Division of Intellectual Cooperation of the Pan American Union.

In a democracy such as ours the initiative for cultural exchange quite properly resides with private agencies and institutions and, as already indicated, the major function of the Division of Cultural Relations will be to make the good offices of government available to private enterprise. In other words, international cultural relations with us is essentially a people's movement.

In this movement education inevitably will play a leading role. It is in order to suggest specific projects which educators will be especially interested in undertaking. The teaching of languages, quite logically, should be the first subject for consideration. Our schools can well give Spanish an important place in the program of studies, for we must remember that Spanish is one of the most vigorous of living tongues, world-wide in its diffusion, tremendously vital in its capacity to expand, and the instrument of expression of more than 20 growing nations. Spanish and Spanish-American thought, literature, and production contain a wealth of spiritual values which need to be tapped by the citizens of the United States. It may be emphasized at the same time that the teaching of the Portuguese language is a matter of the greatest importance and urgency. For reasons which are difficult to discover, the Portuguese language has never received adequate attention in this country. Brazil constitutes geographically half of South America and with its 40 million people is one of the most vital nations of the New World. Its language, Portuguese, is part and parcel of its cultural heritage. It is high time that in the United States due recognition is given to the importance of the Portuguese language—rich in literature, energetic, expressive, and resourceful in mechanism—the instrument of thought of a remarkable people. It is hoped that more colleges and high schools will find it appropriate to establish courses in the Portuguese language.

We in the United States are unacquainted with the literature of our southern neighbors; their history, biography, fiction, and poetry remain to be opened to us. As an immediately practical method of correcting the situation, their literature might be utilized to a greater extent in the Spanish-language courses of our high schools and colleges. It is equally true that our literature is little known in the other American republics and that the widespread distribution of our better works would meet with a ready welcome in those countries. If

books in English on the United States are scarce in their libraries, those which have been translated into Spanish or Portuguese are even more rare. There is in fact no good one-volume history of the United States available in either language. The Director of the National Library at Bogotá, Colombia, when notified of his assignment to the Embassy at Washington, sought to discover in his library a history of the United States in Spanish which would provide his wife with some information on this country. The only book available dealt with the seventeenth century. It is encouraging to note that the American Library Association recently has received a grant from the Rockefeller Foundation for the promotion of library relations with the other American republics. Through an office to be established in Washington, studies of books and library conditions will be directed, which will serve as a basis for increasing the exchange of publications and developing a larger degree of library cooperation. Investigation most assuredly will disclose ways in which educators may participate effectively in this important matter of the exchange of literature.

Another project in which many of our communities might participate would be to exchange their teachers of Spanish with teachers of English in some of the Spanish-speaking countries. Each teacher while abroad would instruct in his own language and lecture on the cultural life of his homeland.

Educational and informative films, minimizing as they do the barrier of language differences, can be utilized as an agency for conveying understanding and appreciation of the representative cultures of the American peoples. Well-established national organizations devoted to the production and distribution of educational and informative films are now exploring the possibilities of exchange relationships with a view to making available to local schools throughout our country moving pictures expressive of the thought and life of our neighbors, while equivalent routing of our films is offered to them.

Educators certainly will find effective instruments for promoting understanding in the fields of art and music. The art of the United States is known only too little outside this country, while the artistic productions of other American nations reach the people of the United States to a very limited degree. It should be possible to route exhibits of significant art achievements of our neighboring countries through our schools, colleges, and communities. Neither are we familiar with the music of the other Americas nor they with ours apart from modern dance music. Concerts by visiting musicians, the use of records of native folk music, visits by individual artists—such activities as these would contribute notably to international cultural understanding.

Perhaps the most effective way to develop understanding and appreciation of other peoples is to travel among them, and the excellent steamship and air services now available, combined with good hotel facilities and the warm hospitality that is assured in the other Americas, make a southern trip worthy of serious consideration for all citizens of good will. It is hoped that large numbers of educators in our country will find an early opportunity to visit their neighbors and conversely that an increasing flow of educators and cultural leaders from those countries may come to the United States.

It is anticipated that summer schools will be established at convenient points in the Caribbean and South American areas to which teachers and students from the United States may go for short courses.

The radio undoubtedly will become increasingly important as an instrument for conveying understanding.

The year 1940 will present a number of opportunities to focus the attention of the entire American people upon inter-American relationships. It will mark the fiftieth anniversary of the Pan American Union; also the fourth centennial of the explorations of Francisco Vázquez de Coronado in the area which now constitutes the southwestern portions of the United States. These events can be utilized in every American community as the occasion for a

program designed to better acquaint our citizens with the culture of the other American countries. Educators may take the initiative in arranging for their communities traveling art exhibits, musical concerts, visiting lecturers, pageants, exchange of educational films, radio programs—to mention only a few practical possibilities. In 1940 the Eighth Pan American Scientific Congress will convene in Washington, an event which should bring to our country distinguished scholars and students from the other American countries representing all fields of knowledge. It is hoped that following the Congress many of these visitors will travel in the United States and be available for lectures and conferences.

It is unnecessary to give further examples of the part educators may have in the broad program of cultural relations. Your interest and desire to participate will lead you to the discovery of many other valuable forms of cooperation. You may find it in order to suggest that appropriate committees in each of the sections of this association be requested to study the possibilities of cooperation in inter-American cultural relations.

What we seek is to establish the conditions of a friendly cooperation and peaceful existence in the Western Hemisphere. But we do not seek this for the Americas alone; to do so would be to mistake the nature of culture and destroy the thing we would create. For culture in its essence is cosmic; any attempt to confine it exclusively within national boundaries is to cut it off from the sustenance by which it lives. No more is it possible to continentalize culture without stultifying it. None of us who was in Lima will forget the address of the Secretary of State of the United States, Mr. Cordell Hull, delivered on Christmas Eve before the Conference, in which he stressed the universal character of our common objectives. On that night before Christmas, Mr. Hull said:

"All of us reach out, I know, toward peaceful and fruitful relations with all the rest of the world. Each of us has lines of sympathy and interest that traverse the globe more finely than the lines of latitude and longitude. Our

bonds are strong with all who seek peaceful friendship and respect those principles of democracy, tolerance, and equality by which we live. The principles of conduct which we have adopted and are carrying out in our relationships with each other are equally open as a basis of relationship with all other countries. It cannot be fairly said that we are trying to shut ourselves off in a hemisphere of our own; any such effort would be futile. But it can be fairly said that the principles of conduct upon which the countries of this hemisphere have chosen to stand firm are so broad and essential that all the world may also stand upon them. Speaking for my country, we seek universal recognition and support for them. Were they adopted over all the world, a great fear would end. The young would see their future with more certainty and significance. The old would see their lives with more peaceful satisfaction.

“There are those who think the world is based on force. Here, within this continent, we can confidently deny this. And the course of history shows that noble ideas and spiritual forces in the end have a greater triumph. Tonight especially we can say this, for on this night nearly two thousand years ago there was born a Son of God who declined force and kingdoms and proclaimed the great lesson of universal love. Without force His Kingdom lives today after a lapse of 19 centuries. It is the principality of peace; the peace which we here hope in a humble measure to help to give by His grace to the continent of the Americas.”

These words of Mr. Hull reveal the urgency and the immeasurable importance of the role of education in international cultural relations. For we are striving to keep alive in the world the spirit of tolerance, self-restraint, and justice, which alone can insure the freedom of men's minds and souls; it is a goal to whose attainment each of us will unreservedly dedicate himself, for the highest and best we know in civilization is at stake.

DEPARTMENT OF STATE BULLETIN

VISIT TO THE UNITED STATES OF
THE CROWN PRINCE AND CROWN
PRINCESS OF NORWAY

[Released July 6]

Text of a telegram from the King of Norway to the President of the United States:

OSLO, July 6, 1939.

As my son and daughter-in-law are leaving today after their visit to the United States of America, I not only thank you and Mrs. Roosevelt for your hospitality to them but also all the American people of Norwegian origin as well as the American people at the different places where they have been, for their kindness and goodwill shown them wherever they have been.

HAAKON R.

[Released July 8]

Text of a telegram from the Crown Prince and Crown Princess of Norway to the Secretary of State and Mrs. Hull:

NEW YORK, N. Y., July 6, 1939.

On leaving today for Norway, we want to express to you both our warm thanks and appreciation. We shall always cherish the memory of your kindness and hospitality as well as the way in which you, Mr. Secretary, and your Department, have contributed to making our ten weeks in America such an unforgettable experience.

OLAV and MAERTHA

Text of the reply of the Secretary of State:

WASHINGTON, July 7, 1939.

I greatly appreciate your telegram and the gracious sentiments you express on your departure from the United States. Mrs. Hull and I were delighted to have you with us in Washington, and we feel sure that you made many true friends in the course of your travels across the continent. With cordial best wishes for a safe and pleasant voyage to your homeland.

CORDELL HULL

DEATH OF THE SECRETARY OF THE NAVY

Statement by the President

It is with profound sorrow that I have learned of the death today at the Rapidan Camp, Va., of the greatly loved Claude A. Swanson. I join with the entire country in mourning him as one whose many years of faithful service to the Nation have endeared him to all. His wise counsel and his philosophic understanding of human problems will live after him in the hearts and minds of those of us who have had the privilege of being his associates. He brought to the public service not only ability and integrity but a loyalty to principle and to duty from which no consideration could move him. By his example he has provided an inspiration for all public servants. I personally mourn the passing of a steadfast and intimate friend.

Statement by the Secretary of State

[Released July 7]

I was distressed and grieved beyond measure to learn of the passing this morning of Secretary Swanson. Throughout his career of almost a generation, he has rendered the American people services of inestimable value. His high ideals, unselfishness, and steadfastness of purpose have always been a source of inspiration not only to those who were closely associated with him but to the entire country.

It was my great privilege to have been his close friend and colleague for many years, and

his passing leaves me with a sense of irreparable personal loss, which will be shared and mourned by the whole American Nation.

Proclamation by the Secretary of State

[Released July 7]

TO THE PEOPLE OF THE UNITED STATES:

Claude Augustus Swanson, Secretary of the Navy, died at his camp on the Rapidan River in the Shenandoah National Forest on the morning of Friday, July 7, 1939, at six minutes after eight o'clock.

Greatly loved by those who were privileged to know him and widely honored for his many years of faithful public service, this distinguished member of the President's Cabinet will be mourned throughout the nation.

Born and educated in the Old Dominion, he represented Virginia in Congress from 1893 until he resigned to become governor in 1906. Four years later he became a member of the United States Senate where he continued to serve until he was appointed Secretary of the Navy by President Roosevelt in 1933. It was a career which exemplifies the finest traditions of American public life.

As an expression of national mourning, the President directs that the flag of the United States be displayed at half-mast until sunset of the day of interment on all public buildings and at all military posts and naval stations and on all vessels of the United States.

By direction of the President,

CORDELL HULL
Secretary of State

DEPARTMENT OF STATE,
Washington, July 7, 1939.

THE PROFITS OF CULTURAL INTERCHANGE

Address by Charles A. Thomson ²

[Released for publication July 8, 10 a. m.]

It is a welcome privilege for me to participate once more in the Institute of Public Affairs of the University of Virginia. Six years ago I came to Charlottesville to speak before the Institute's round table on inter-American affairs. But even prior to that visit I had formed the habit of following with close attention the yearly discussions here. Under the supervision of President John Lloyd Newcomb and the direction, first, of Dr. Charles G. Maphis, and now, of Prof. Hardy Cross Dillard, the Institute of Public Affairs has become one of the most prominent focal points within the United States for enlightenment of public opinion.

Among the "New Problems of Government" which claim our attention at this year's session may well be included the question of our cultural and intellectual relations with other nations, particularly those with our fellow republics of this hemisphere. That such relations are of importance to our Government was evidenced by the establishment a little less than a year ago of the Division of Cultural Relations in the Department of State. While creation of the Division indicates recognition by government that it has a contribution to make in this field, the function of the new Division will not be to supplant in any degree the significant activities toward international understanding now carried on by colleges, universities, foundations, institutes, and other private agencies, but rather to render those activities more effective by the provision of an official agency serving as a clearinghouse for exchange of information and a center of coordination and cooperation.

²Delivered before the Institute of Public Affairs of the University of Virginia July 8, 1939. Mr. Thomson is Assistant Chief of the Division of Cultural Relations, Department of State.

In much of our thinking within this country concerning cultural exchange, emphasis is placed on what we can contribute to the other American republics. Generosity seemingly prevails over self-interest. It is complacently and perhaps all too easily assumed that the United States is equipped to pour out knowledge and enlightenment on the peoples of the south. There is much talk of the contributions which may be made to the other American republics by our teachers, writers, and technical experts, but little consideration of what gifts of value we may receive from their creative thinkers and artists.

Yet cultural interchange in its nature is fundamentally reciprocal. It is necessarily a matter of give and take. It means influencing and being influenced. If we have much of value to contribute to the other American republics, we also have much to receive. It may be salutary to remember that during the colonial period what we commonly call Latin America far outweighed in importance Anglo-Saxon America. During the nineteenth century the balance swung in the other direction. But now the pointer has begun to swing back. The other American republics are growing in economic power and political significance. We may look forward to a day when their population will outstrip our own. It is worth-while then to turn our thoughts toward the profits which may come to the United States and its people from inter-American exchange in the cultural and intellectual field.

At the start we should do well to recall that a great expanse of our country—running westward from Louisiana and Texas across New Mexico and Arizona to California—has a cultural background on which has been indelibly fixed the Hispanic impress. Language, social institutions and customs, architecture, and many other phases of life bear witness to the

strength of the contribution which Spain and Mexico have made to the development of this vast region.

Yet another region of the United States has profited perhaps even more strikingly than the Southwest from Hispanic-American influence. I refer to a contribution all too generally overlooked. Walter Prescott Webb, in his notable book *The Great Plains*, has pointed out that the advancing movement of American pioneers successfully pushed westward during more than 2 centuries through the forests, first of the eastern seaboard, then beyond the Appalachians, and then across the Mississippi Valley. But the frontiersmen came to a halt when they reached the Plains country in the neighborhood of the ninety-eighth meridian. The methods and ways of life—means of travel, weapons, tools, systems of agriculture—which had worked in the woods broke down when tried on this vast, level, treeless, and semiarid area. For the greater part of half a century, from 1840 to 1885, the frontier stood still; or rather it leaped the Plains to the Pacific coast.

In this interim the Plains, a broad belt stretching northward from Texas to Montana and the Dakotas, were won for American life by techniques and instruments that had been borrowed originally from Mexico. The horse, which entered Texas across the Rio Grande, first enabled man to dominate the Plains' immense seas of grass. It was the use of the horse in the management of cattle that created the ranch of the west as distinguished from the stock farm of the east. The cattle ranch, the range-cattle industry, were a contribution to the United States from Mexico. It was this contribution which created the Cattle Kingdom in the latter half of the nineteenth century, and gave to our history and tradition, to our present-day motion pictures and "pulp" magazines, that most dramatic and dynamic figure of American life—the cowboy.

Mexico is continuing her gifts to us. The artistic renaissance which has accompanied that nation's recent social and economic revolution has been a force markedly influencing art currents in the United States. The Mexican paint-

ers evolved in the mural a new technique for the modern world, and in their emphasis on the contemporary social struggle of their native land a new attitude toward the content of painting. For almost 20 years our painters and art students have been drawn southward to view the works of José Clemente Orozco, Diego Rivera, David Alfaro Siqueiros, and other leaders of the Mexican school. The murals by these painters which adorn the walls of the patio of the Ministry of Public Education, the Preparatory School, the National Palace, the Agricultural School at Chapingo, and the Palace of Fine Arts have made of Mexico City a mecca for art lovers. These pictures reveal a movement which is living and vital as a result of its revolutionary strength, its impetuous force, its biting irony.

We have not only gone to Mexico; we have invited Mexican art to come to us. Pictures by Diego Rivera decorate the walls of the Stock Exchange Club of San Francisco, of the Detroit Institute, and of the Workers School in New York City. Murals by Orozco are to be found at Pomona College in California, at Dartmouth College in New England, and at the New School for Social Research in New York City. In addition, numerous pictures by these and other Mexican painters have been acquired by public and private galleries.

One critic has remarked that the Mexicans are "a more creative influence in American painting than the modernist French masters. It is even possible that they will give us a tradition from which the American painters will draw. For, as their country like ours belongs to the New World, their work seems to be a part of our actual native expression. Mexico remains the one country which has produced a contemporary plastic art of national dimensions."³

The influence of the Mexican school has been an important factor in the recent encouragement of mural painting for public buildings in the United States, which has been such a significant development within the past few

³ Charmion von Wiegand, "Mural Painting in America," *Yale Review*, June 1934.

years. It is worthy of note that the mural, which in production is often a group creation and which exists not for the enjoyment of a privileged few but for all, is essentially a democratic art form.

In music the influence of the "other Americans" has as yet been less significant than in painting. It is only within recent years that composers in the other American republics have sought to make of music a medium for expression of the distinctive quality of their national life, or, as one Mexican composer puts it, "to create a vigorous art that would stem from the people and would reach out to the people." These musicians have rich resources on which to call for development of an independent musical culture. Among North American critics, Aaron Copeland and Paul Rosenfeld have pointed out the advantages over composers in the United States possessed, say, by Carlos Chávez, who may draw inspiration from the deep wells of an ancient civilization. Many of Chávez' own compositions are already well known: "The Four Suns," an Aztec ballet; "H. P." (Horse Power: Dance of Men and Machines), and "Indian Symphony." His "Pirámide" was given its world premiere by the New York Philharmonic Symphony Orchestra.

In Mexico as director of the Orquesta Sinfónica, Chávez has been giving concerts for 10 years to workers and peasants, in addition to his regular subscription audiences at the Palace of Fine Arts. To link the musical tradition of the early Indians to the present day, Chávez developed a special Mexican orchestra to play this characteristic music, in which conventional instruments were complemented by Indian *huehuetls*, *teponaxtles*, *chirimías*, water drums, and rasps. Chávez has himself directed some of our most famous orchestras—the New York Philharmonic, the Boston Symphony, the Philadelphia Symphony.

In the person of Heitor Villa-Lobos, Brazil has given to South America, according to one critic, "its one great genius" among living musicians and "the most significant American composer of the twentieth century."⁴ Villa-

Lobos' music has been presented in the United States by our leading orchestras and by the Schola Cantorum of New York; it has been employed by Martha Graham in her dances; it has appeared frequently on the programs of concert soloists.

Villa-Lobos devoted years of study to his people's folklore, traveling through the most remote and isolated sections of the country. He so steeped himself in the cultural traditions of his nation that his music provides a comprehensive and varied picture of the land of his birth. After a stay in Europe, where he had been widely applauded, he returned to Brazil in 1932. He abandoned composing and has since devoted his major efforts to the musical education of his countrymen, particularly of the school children. It is his theory that the child can best learn to love great music by singing it, and he has arranged for choral rendition the master works of musical history, which are now performed in Brazil by groups of thousands of school children.

Time is not available to speak of other significant composers: of Eduardo Fabini of Uruguay or of Amadeo Roldán, whose music with its Afro-Cuban themes has been performed in New York and at the Hollywood Bowl. The new and dynamic composers of the other American republics are better known to each other, and their music is better known to the outside world, in large part due to the efforts of Curt Lange, the German-Uruguayan, who founded and has maintained with sacrificial enthusiasm the *Latin-American Bulletin of Music*. A distinctive contribution to the wider knowledge of Latin-American music in the United States has come from the Pan American Union, through the four concerts given each year in Washington, which often have been broadcast over national hookups.

The best friends of the Latin-American composers would not have us overrate their accomplishments. They are only at the begin-

⁴ William Berrien, "Latin American Composers and Their Problems," *Bulletin of the Pan American Union* (Washington), October and November 1937. Citation from the November issue, p. 838.

ning of the development of an authentic independent movement. To date, the serious music of the other American republics has had less extended influence probably than their popular and folk music. In Mexico, Manuel Ponce, whose "Estrellita" and "A la orilla de un palmar" are so well loved, initiated as early as 1921 a movement to popularize the *canción mexicana*. "Estrellita" has been the ancestor of numerous Broadway "hits." Today this composition and many others of Mexico's melodious popular songs are known far beyond her borders, both in the United States to the north and in the countries to the south. In this country Aaron Copeland has based his "Salón México" on popular tunes. At São Paulo, Brazil, last September I attended a concert in one of the largest theaters given by Pedro Vargas, the Mexican radio tenor. The building was packed by a polyglot audience—Italians, Spanish, Portuguese, Brazilians, Germans, Syrians, Hungarians, and Japanese. The program was made up entirely of Mexican popular songs. *Paulista* audiences have a reputation for coolness, but Vargas' singing brought forth warm applause and insistent demands for encores.

According to some prophets, the popular music of Brazil itself may in the future prove as successful in winning foreign audiences as has that of Mexico. It may be welcomed in the United States, for this music is marked as is our own popular music by a distinctive negroid element. Already well established here are the Argentine tango, the Cuban son and rumba. Our daily radio programs include Mexican, Argentine, Cuban, and other Latin-American music, and the more serious productions of the composers to the south are finding an increasing place in symphony and concert programs.

Spanish architecture, it is well to recall, came to us through Latin America; and to mention it, particularly that of the "mission" type, is enough to suggest the large influence it has had in the United States. In addition the pre-Colombian styles of the Indian cultures have made their impress, as is exemplified, to

cite only one example, by the Mayan Theater of Los Angeles. If we come to the present day, the development of modernist architecture in Mexico has been so significant that the *Architectural Record* devoted in 1937 an entire number to the subject, declaring that the United States cannot boast of a modern architectural movement so solidly based as that to be seen in Mexico.

During recent years we have profited increasingly from the popular arts of the countries to the south. Textiles, rugs, glass, and pottery have been employed extensively in interior decoration. One large New York department store carries goods with motifs drawn from the Indian arts of Mexico, Guatemala, and Peru. We are producing footwear designed on Ecuadorian models and hats which show the influence of the curious inverted-dishpan headgear of the Indian women in Cuzco, Peru.

The above suggestions may suffice to indicate that the United States already owes much to the peoples of the other American republics in painting, music, architecture, and various popular arts. We may expect that the future will see the enhancement of this contribution both in the fields already mentioned and in many other areas of life. For the influence of our neighbors comes to bear upon us, not only directly, but also indirectly, through the students and investigators who in increasing numbers will go out from the United States to do research in the other American republics.

Hispanic America has long attracted our workers in archeology and anthropology. The sites of the Maya culture in Guatemala, Honduras, and Yucatan and of the pre-Inca and Inca cultures of Peru, Bolivia, and Ecuador—to mention only two areas—have been visited, excavated, and studied by numerous North American scholars. Mexico and Peru now possess groups of native workers, headed by Alfonso Caso in the first country and by Julio Tello in the second, who not only know a great deal more about the antiquities of their respective nations than do North Americans, but who have developed field and laboratory

methods which our archeologists recognize as in many ways superior to those in vogue in this country. Thus the opportunity to work in the other American republics has benefited the science of archeology in the United States, and also contributed to a more accurate knowledge of the pre-history of this country. Moreover, a broader concept of the development of Indian cultures in the whole Western Hemisphere has brought with it a clearer understanding of the character and possibilities of our own Indian population. The policy of our own Government toward the Indian may well benefit from a comparative study of the policies of other nations in this hemisphere. In fact, Herbert E. Bolton, in his memorable presidential address to the 1932 meeting of the American Historical Association, has pointed out that the entire history of our country is only to be understood, if it is studied, not as a movement to itself, but rather as part of the epic of that "greater America" which we share with the other nations of this hemisphere.

Mexico's educational program has been carefully surveyed by educators in this country in the hope that it might be suggestive of fundamental solutions, particularly with regard to the needs of different minority groups in continental United States and in some of its outlying possessions.⁵ Within recent years large numbers of our teachers and educational authorities have crossed the Rio Grande to view at first hand Mexico's dramatic expansion of rural education, whose goal has been to raise the economic and social level of native peoples speaking different languages and possessing different customs and traditions, and to "incorporate" these peoples into the country's civilization and culture. Efforts have also been directed toward making the school a constructive community center, an agency which will provide not only instruction but also serve to improve agricultural methods, standards of health and hygiene, and otherwise contribute to social welfare. After a visit to Mexico, Prof.

John Dewey declared: "There is no educational movement in the world which exhibits more of the spirit of intimate union of school activities with those of the community than is found in this Mexican development."

The experience of the other American republics with regard to another racial group, the Negro, may also prove of value to our students of social relations. In this hemisphere Brazil is second only to the United States in the numbers of its colored population. All phases of its economic, social, and political development have been profoundly influenced by the presence of millions of Negroes and mulattoes. For example, the writings of Nina Rodrigues, Gilberto Freyre, and Arthur Ramos have led to a revaluation of the African contribution to that country's development, somewhat similar in character to the reinterpretation of the role of the Indian in national culture which has taken place in Mexico. The African influence on Brazilian language, cooking, architecture, music, painting, and poetry is being studied with intense interest and sympathy.

Thus the 20 other American republics may serve observers and students as an immense social laboratory, not only in the relationships between different racial groups, but also in the field of agricultural organization, the application of government control to economic activities, and other questions. Interchange in the areas of tropical agriculture and tropical medicine may also bring direct benefits to the United States. Time is not available to attempt any discussion of these fields, but passing reference may be made to the Department of Parasitology in the Medical School of the University of Havana, which is ranked by some authorities as the best in the world. Very fine work has been done in Brazil, much of it in the Chagas Institute, in the field of South American dysenteries and other diseases. I need not labor the point that this country has a direct and vital interest in the establishment of high standards of public health within the territories of our neighbor nations. The Butantan Institute in Brazil has attained international leader-

⁵ Katharine M. Cook, *The House of the People* (Washington, U. S. Government Printing Office, 1932).

ship in the development of serums against snake bites, and the United States has profited from its work by the establishment of a branch station in this country.

Cultural interchange with the other American republics may offer to the United States—in addition to such direct contributions as have been already mentioned in painting, music, architecture, and popular arts, and such indirect contributions as may result from the observations and researches of our students—profits of a more general and less tangible character. Our philosophy of life may be modified, our scale of values supplemented, our point of view enlarged by continuing contacts with our neighbors in this hemisphere.

During my recent trip to South America I was profoundly impressed by the attitude of these peoples toward the future. In a world shadowed by dark portents, they have retained their optimism. In contrast with the prevailing attitude in Europe, in contrast with the shift in attitude which has taken place in this country since 1929, they definitely believe that the best lies ahead, not behind. They look to the future with confidence, assured that it will in its time bring to fruition their hopes and dreams.

In conclusion then, the profits of cultural interchange are real. The future may bring them to us far more abundantly than has the past. Both the United States and the other American republics remained colonies in the cultural sense long after their political bonds with the mother countries had been broken. We looked to Britain for our models and standards; the countries to the south looked to Spain and France. But now we and they are coming of age. Both of us are learning to stand on our own feet, and to have confidence in our own judgments as to what is good in intellectual and cultural achievement. We in this hemisphere are developing, some more slowly than others, a culture which is not borrowed from across the seas, or reflected from other and older nations, but which is our own, which is made in America. Therefore the time is ripe as it has never been before for exchange between the two Americas. In the past the east-west bonds linking both Americas to Europe have been strong. Neither of us would see those bonds weakened. But now the two Americas have something to give each other. The argosies of the spirit for this hemisphere may come from the south and north, as well as from the east and west.

Commercial Policy

AMERICAN COMMERCIAL POLICY AND THE TRADE-AGREEMENTS PROGRAM

Radio Address by Assistant Secretary Sayre *

[Released for morning newspapers of July 3]

The lengthening shadow of international lawlessness across the world today makes it imperative for us to weigh carefully our national policies. It makes it imperative to choose the kind of policies which make for peace and which constitute the kind of foundations upon which alone peace can rest.

In the field of commercial relations, nations must choose between two widely diverging and conflicting policies. On the one hand, in spite of the inescapable fact of the present-day vital interdependence of national economies, a nation may either ignore or seek to overcome this fact, and follow an economic policy based upon isolationism or upon a narrow nationalism. On the other hand, a nation recognizing the undeniable advantages that come from the international exchange of goods, may adopt an economic policy based upon a broad liberalism and the furtherance of international trade. The choice between these two alternative policies will have profound and far-reaching consequences not only in the nation itself but in the world at large.

The policy of economic nationalism in the present-day world has certain fairly definite earmarks. Economic self-sufficiency necessarily means severely restricted imports. But, as everyone knows, trade is a two-way process; and the nation which cuts to a slender minimum its imports will sooner or later find itself unable to sell its exports.

Two results follow—the one, increasing restriction of foreign trade; the other, accumulating economic dislocation at home.

As to foreign-trade restriction, various forms of trade control have to be adopted in order to achieve economic self-sufficiency and cut down imports—quota restrictions, control of foreign exchange, import licensing, government business monopolies of one kind or another, or combinations of some or all.

But nations cannot cut down their imports without ruining their export markets. The loss of export trade leads to artificial methods to force exports. This may be attempted through trade arrangements forced by stronger nations upon weaker ones or through various forms of international dumping.

As the struggle to sell exports in world markets grows in intensity nations are driven to more and more extreme forms of arbitrary and uneconomic trade control—exclusive preferences, bilateralistic balancing, blocked currencies, and the like—all of which tend to injure and cripple the international trade of the world as well as the trade of the nation itself.

The other inevitable result of economic self-sufficiency is growing dislocation at home. The inability to sell exports in foreign markets results either in diminished output and consequent unemployment or in piling up huge surpluses which glut domestic markets and depress prices, not only for the surpluses formerly exported but for the entire crop or output. The further self-sufficiency is pushed, the tighter must government control become over domestic trade and domestic industry, since domestic industries are dependent for many of their necessary raw materials and their markets upon foreign trade. Sooner or later the government must control and ultimately fix

* Delivered over the Columbia Broadcasting System, Sunday, July 2, 1939.

domestic prices; it must undertake to control and regulate capital outlays and expenditures; it must assume a degree of regimentation and strait jacketing of business and industry which denies economic freedom and initiative such as we know in this country and which is in utter conflict with the most fundamental principles of human liberty upon which our Nation was founded.

Need I go further? The nation forced into such a rigid and arbitrary economy, denying individual liberty, undertaking a totalitarian regulation and control over its citizens or subjects, finding it necessary to deny them fundamental rights such as defined in our own Constitution, comes to be the very antithesis of democracy. Surely, it is no accident that today the most outstanding dictatorships are in those nations most deeply committed to economic nationalism.

In sharp contrast with the commercial policy of a narrow economic nationalism is that of liberalized trade and freedom of economic initiative. This is the policy embodied in the American trade-agreements program. Its objective is more trade for the United States and more trade for the world, for we realize that international trade is indispensable for the maintenance of national standards of living and human progress. It is based on equality of treatment of all nations, for only thus can economic conflict be avoided and the foundations for lasting peace be built.

One of the fundamental objectives of such a policy is to allow trade to flow through normal channels as shaped by economic considerations. I do not mean free trade, nor do I mean a return to nineteenth century *laissez faire* principles. What I mean is, that under the American policy trade is a matter of economics and not of international politics; that individual freedom and initiative under government control and given a vital and a large importance, are not ruthlessly eliminated; that the supreme values sought are more abundant lives for individual human personalities and not the government's place in the sun.

You see at once how deep-rooted are the consequences of a nation's choice of commercial policy today. We are touching close the crucial struggle of our times—the struggle between individual freedom under law and the advance of civilization, on the one hand, and, on the other, ruthless suppression and the advent of a new dark age.

So far as we can see, probably the one or the other policy must ultimately come to dominate the world. There is not room in the world for both. If the policy of a rigid economy with its earmarks of blocked currencies, trading in exclusive preferences, economic knifing of competitors, diversions and control of trade for political as well as for economic ends—if this system triumphs it can be only through defeat of the other system of open trading, equality of treatment, and freedom of currency movements. For neither system is self-contained within a single nation. The resultant effects of each reach out over the world.

What this means is not that we will refuse to trade with totalitarian states or that we will make economic war upon them. We want their trade and they need ours. Through trade lies the way of peace. What it does mean is that in offering and hoping to trade with them we must not surrender our principles or adopt their commercial policies as our own. We want to make trade agreements with them, but these must be based fundamentally upon equality of commercial treatment and not upon a practice of exclusive privileges which discriminate against other nations or against our own trade. We will not make trade agreements based upon policies which make for economic conflict rather than for economic peace.

In such a situation as this we cannot achieve our objectives by following the same trade-destroying practices adopted by the totalitarian states. For the United States to resort to trading in preferences, to bilateralistic balancing practices, would be only tragically to weaken our own defenses. Our strength lies in our great market, our free exchange, our system of free economic initiative. The adoption of re-

strictive trade practices but weakens our economic equipment and courts defeat. It means partial surrender to the opposing system.

Policies which restrict trade are in the end self-defeating. They are the direct result of foreign-exchange shortages, of impaired credit, of waning assets, or of economic disequilibrium. They lead to economic deterioration, and, if persisted in, to ultimate defeat.

If we are sufficiently resolute and intelligent to adhere to our liberal policies and to avoid being drawn into contrary practices for the sake of temporary gains or in the interest of special groups, all the cards are on our side. We can win and hold strong foreign markets if only we keep true to our principles.

As the American Constitution early in the nineteenth century powerfully influenced the spread of democratic government in many countries, so today the American trade-agreements program is powerfully influencing the reestablishment of democratic and liberal principles of international trade throughout the world. Already the United States has entered into trade agreements with countries accounting for three-fifths of our foreign trade; and the total exports and imports of these countries and of the United States with all countries constitute three-fifths of the foreign trade of the world. The influence of the American program upon foreign commercial policy is becoming world-wide and profound.

COMMITTEE FOR RECIPROCITY INFORMATION

Text of Executive Order No. 8190 entitled "Placing the Committee for Reciprocity Information Under the Jurisdiction and Control of the Department of State":

By virtue of the authority vested in me by the Act of June 12, 1934, entitled "An Act to amend the Tariff Act of 1930" (48 Stat. 943), as amended, the Committee for Reciprocity Information, created by Executive Order No. 6750 of June 27, 1934, is hereby placed under the jurisdiction and control of the Department of State, its functions to be exercised under the direction and supervision of the Secretary of State, who shall designate from the membership of the Committee the Chairman thereof.

The Executive Committee on Commercial Policy, created by Executive Letter of November 11, 1933, and continued by Executive Orders No. 6656 of March 27, 1934, and No. 7260 of December 31, 1935, shall continue to exercise its function of selecting certain members of the said Committee for Reciprocity Information.

This order shall become effective on July 1, 1939.

FRANKLIN D. ROOSEVELT

THE WHITE HOUSE,
July 5, 1939.

Treaty Information

Compiled by the Treaty Division

NOTE: In subsequent issues this section of the *Bulletin* will contain, in addition to new information, summarized statements of the status of multilateral treaties or agreements as occasion may require.

MEDIATION

Inter-American Treaty on Good Offices and Mediation (Treaty Series No. 925)¹

Costa Rica

The Director General of the Pan American Union informed the Secretary of State by a letter dated June 29, 1939, that the instrument of ratification by Costa Rica of the Inter-American Treaty on Good Offices and Mediation, signed at Buenos Aires on December 23, 1936, was deposited with the Union on June 27, 1939.

Treaty on the Prevention of Controversies (Treaty Series No. 924)

Costa Rica

The above-mentioned letter from the Director General of the Pan American Union states also that the instrument of ratification by Costa Rica of the Treaty on the Prevention of Controversies, signed at Buenos Aires on December 23, 1936, was deposited with the Union on June 27, 1939.

COMMERCE

Reciprocal Trade Agreements

An Executive order regarding the Committee for Reciprocity Information appears in this *Bulletin* under the section "Commercial Policy."

FISHERIES

Protocol Amending the Agreement for the Regulation of Whaling of June 8, 1937 (Treaty Series No. 944)

A notice regarding an International Conference for the Regulation of Whaling appears in this *Bulletin* under the section "International Conferences, Commissions, etc."

POSTAL

Universal Postal Convention of 1934²

There is quoted below a translation of a note dated June 30, 1939, from the Swiss Minister at Washington regarding the adherence of "the Slovak State" to the Universal Postal Convention and the subsidiary agreements signed at Cairo on March 20, 1934:

MR. SECRETARY OF STATE:

On instructions from my Government, I have the honor to inform you that the Minister of Foreign Affairs at Bratislava has notified the Government of the Swiss Confederation of the adherence of the Slovak State to the Universal Postal Convention, signed at Cairo on March 20, 1934, and to the Agreements mentioned in Article 3 of this international act.

The adherence in question took effect on June 17, 1939, the date of notification to the Swiss Government, in execution of articles 2 and 3 of the Convention referred to above.

¹ See *Treaty Information*, bulletin No. 114, March 1939, p. 43.

² See *Treaty Information*, bulletin No. 115, April 1939, p. 80.

Requesting you to be good enough to acknowledge the foregoing, I offer you, Mr. Secretary of State [etc.]

MINISTER OF SWITZERLAND

PUBLICATIONS

Convention on Interchange of Publications*

Costa Rica

By a letter dated June 29, 1939, the Director General of the Pan American Union informed the Secretary of State that the instrument of ratification by Costa Rica of the Convention on Interchange of Publications, signed at Buenos Aires on December 23, 1936, was deposited with the Union on June 27, 1939.

TRANSIT

Convention on the Pan American Highway (Treaty Series No. 927)¹⁰

Costa Rica

By a letter dated June 29, 1939, the Director General of the Pan American Union informed the Secretary of State that the instrument of ratification by Costa Rica of the Convention on the Pan American Highway, signed at Buenos Aires on December 23, 1936, was deposited with the Union on June 27, 1939.

TELECOMMUNICATIONS

International Telecommunication Convention (Treaty Series No. 867)¹¹

Hungary

According to notification No. 334, dated June 16, 1939, from the International Telecommunication Union at Bern, the Hungarian Government has approved the following revisions of the regulations annexed to the International Telecommunication Convention of 1932, as adopted at Cairo on April 4 and 8, 1938:

General Radio Regulations and Final Protocol (revision of Cairo, 1938)
Additional Radio Regulations and Final Protocol (revision of Cairo, 1938)
Telegraph Regulations and Final Protocol (revision of Cairo, 1938)
Telephone Regulations and Final Protocol (revision of Cairo, 1938).

General Radio Regulations and Final Protocol (revision of Cairo, 1938)
Additional Radio Regulations and Final Protocol (revision of Cairo, 1938)
Telegraph Regulations and Final Protocol (revision of Cairo, 1938)
Telephone Regulations and Final Protocol (revision of Cairo, 1938).

EXHIBITIONS

Convention Concerning Artistic Exhibitions (Treaty Series No. 929)¹²

Costa Rica

By a letter dated June 29, 1939, the Director General of the Pan American Union informed the Secretary of State that the instrument of ratification by Costa Rica of the Convention Concerning Artistic Exhibitions, signed at Buenos Aires on December 23, 1936, was deposited with the Union on June 27, 1939.

EDUCATION

Convention for the Promotion of Inter-American Cultural Relations (Treaty Series No. 928)¹³

Costa Rica

By a letter dated June 29, 1939, the Director General of the Pan American Union informed the Secretary of State that the instrument of ratification by Costa Rica of the Convention for the Promotion of Inter-American Cultural Relations, signed at Buenos Aires on December 23, 1936, was deposited with the Union on June 27, 1939.

* See *Treaty Information*, bulletin No. 114, March 1939, p. 57.

¹⁰ See *Treaty Information*, bulletin No. 114, March 1939, p. 59.

¹¹ See *Treaty Information*, bulletin No. 117, June 1939.

¹² See *Treaty Information*, bulletin No. 114, March 1939, p. 61.

¹³ See *Treaty Information*, bulletin No. 114, March 1939, p. 47.

Convention Concerning Peaceful Orientation of Public Instruction*Costa Rica*

By a letter dated June 29, 1939, the Director General of the Pan American Union informed the Secretary of State that the instrument of ratification by Costa Rica of the Convention Concerning Peaceful Orientation of Public Instruction, signed at Buenos Aires on December 23, 1936, was deposited with the Union on June 27, 1939.

Convention Concerning Facilities for Educational and Publicity Films*Costa Rica*

By a letter dated June 29, 1939, the Director General of the Pan American Union informed the Secretary of State that the instrument of ratification by Costa Rica of the Convention Concerning Facilities for Educational and Publicity Films, signed at Buenos Aires on December 23, 1936, was deposited with the Union on June 27, 1939.

International Conferences, Commissions, etc.**INTERNATIONAL CONFERENCE FOR THE REGULATION OF WHALING**

[Released July 5]

The British Government has called an International Conference for the Regulation of Whaling to meet at London on July 17, 1939, for the purpose of discussing the results of the whaling seasons of 1938 and 1939 and the desirability of extending for a further year or two the prohibition on the killing of the hump-backed whale contained in article 1 of the protocol of 1938¹⁴ which modified the International Agreement for the Regulation of Whaling signed at London on June 8, 1937. The British Government will convene at the same time a meeting of inspectors appointed to enforce the provisions of the international agreement. This meeting will consider the practice of the inspectors appointed by the various signatory governments and make recommendations with a view to securing uniformity. The President has approved the appointment of the following persons as delegates on the part of the United States:

Herschel V. Johnson, Esq., counselor of embassy, American Embassy, London, *chairman*
Lt. Comdr. A. C. Richmond, United States Coast Guard, Treasury Department
Lt. Q. R. Walsh, United States Coast Guard, Treasury Department

Lieutenant Walsh has also been designated to represent the United States at the meeting of inspectors.

SECOND INTERNATIONAL SALON OF AERONAUTICS

[Released July 7]

This Government has accepted the invitation of the Belgian Government to participate in the Second International Salon of Aeronautics, which will be held at Brussels from July 8 to July 23, 1939. The President has approved the appointment of the following persons as representatives on the part of the United States:

Capt. John M. Sterling, Air Corps, United States Army, Assistant Military Attaché for Air, Paris, France

Mr. John J. Ide, Technical Assistant in Europe for the National Advisory Committee for Aeronautics, Paris, France.

¹⁴ *Press Releases*, Vol. XX, No. 498, April 15, 1939, pp. 317-318.

Foreign Service of the United States

ADMINISTRATION OF THE FOREIGN SERVICE UNDER REORGANIZATION PLAN NO. II

Text of Executive Order No. 8185 entitled "Administration of the Foreign Service Under Reorganization Plan No. II":

Under the authority vested in me by the act of May 24, 1924, 43 Stat. 140, 144, the act of February 23, 1931, 46 Stat. 1207, 1211, and Reorganization Plan No. II, transmitted by the President to the Congress (H. Doc. 288) on May 9, 1939, and by Public Resolution No. 20, 76th Congress, 1st Session, approved June 7, 1939, I hereby prescribe the following regulations pertaining to the membership of the Board of Foreign Service Personnel:

1. The officer of the Department of Commerce who shall be added to the membership of the Board of Foreign Service Personnel in accordance with the provisions of subsection (b) (5) of section 1 of Reorganization Plan No. II shall sit as a member of the Board only when nominations and assignments of commercial attaches, the selection or assignment of Foreign Service officers for specialized training in commercial work, or other matters of interest to the Department of Commerce are under consideration;

2. The officer of the Department of Agriculture who shall be added to the membership of the Board of Foreign Service Personnel in accordance with the provisions of subsection (b) (5) of section 1 of Reorganization Plan No. II shall sit as a member of the Board only when nominations and assignments of agricultural attaches, the selection or assignment of Foreign Service officers for specialized training in agricultural work, or other matters of interest to the Department of Agriculture are under consideration.

3. The officers of the Department of Commerce and the Department of Agriculture who

shall be designated as members of the Board of Foreign Service Personnel shall also be members of the School Board directing the Foreign Service Officers' Training School, as established and provided for by section 8 of Executive Order No. 5642 of June 8, 1931, which is hereby amended accordingly, and each shall sit as a member of the School Board when matters of interest to his respective Department shall be under consideration.

4. With reference to the Board of Examiners for the Foreign Service, the first paragraph of section 3 of the said Executive Order No. 5642 of June 8, 1931, is hereby amended to read as follows:

"3. Examination for the Foreign Service. There is hereby constituted a Board of Examiners, which shall conduct examinations to determine the eligibility of candidates for the Foreign Service, composed as follows: Three Assistant Secretaries of State designated by the Secretary of State, an officer of the Department of Commerce designated by the Secretary of Commerce and acceptable to the Secretary of State, an officer of the Department of Agriculture designated by the Secretary of Agriculture and acceptable to the Secretary of State, the Chief of the Division of Foreign Service Personnel, and the Chief Examiner of the Civil Service Commission.

"Any member of the Board may, when he deems it necessary, designate another officer of his Department to serve for him on the Board, provided such officer as may be designated to represent a member of the Board shall be acceptable to the Secretary of State and approved by him.

"The rules for the conduct of examinations as established in subsections (a) to (k), inclusive, of section 3 of the said Executive Order No. 5642 of June 8, 1931, shall remain in full force and effect."

This order shall become effective on July 1, 1939.

FRANKLIN D. ROOSEVELT

THE WHITE HOUSE,
June 29, 1939.

TRANSFER OF OFFICERS FROM THE FOREIGN COMMERCE AND FOREIGN AGRICULTURAL SERVICES

Officers of the Foreign Commerce and Foreign Agricultural Services transferred to the Foreign Service of the United States (Department of State) effective July 1, 1939, pursuant to the provisions of the Reorganization Act of April 3, 1939:

TO BE FOREIGN SERVICE OFFICERS OF CLASS 1

Julean H. Arnold	Thomas L. Hughes
Henry M. Bankhead	Sam E. Woods
Alexander V. Dye	

TO BE FOREIGN SERVICE OFFICERS OF CLASS 2

William E. Dunn	Lynn W. Meekins
H. Coit MacLean	Lacey C. Zapf

TO BE FOREIGN SERVICE OFFICERS OF CLASS 3

Ralph H. Ackerman	Daniel J. Reagan
H. Lawrence Groves	Ashley B. Sowell
George C. Howard	Earl C. Squire
Charles A. Livengood	Loyd V. Steere
Thomas H. Lockett	

TO BE FOREIGN SERVICE OFFICERS OF CLASS 4

Don C. Bliss, Jr.	Karl L. Rankin
Merwin L. Bohan	Gardner Richardson
Clarence C. Brooks	James T. Scott
Samuel H. Day	Jesse F. Van Wickel
Charles E. Dickerson, Jr.	Frank S. Williams
Walter J. Donnelly	Owen L. Dawson
Julian B. Foster	Erwin P. Keeler
Homer S. Fox	Paul G. Minneman
Thormod O. Klath	Paul O. Nyhus
Clayton Lane	Clifford C. Taylor
Albert F. Nufer	

TO BE FOREIGN SERVICE OFFICERS OF CLASS 5

A. Bland Calder	Robert G. Glover
George R. Canty	Julian C. Greenup
Archie W. Childs	Malcolm P. Hooper

Leigh W. Hunt
Edward B. Lawson
Oliver B. North
Harold M. Randall
J. Bartlett Richards
James Somerville, Jr.

Paul P. Steintorf
Robert M. Stephenson
Howard H. Tewksbury
Osborn S. Watson
Charles L. Luedtke
Lester D. Mallory

TO BE FOREIGN SERVICE OFFICERS OF CLASS 6

DuWayne G. Clark	John A. Embry
Basil D. Dahl	A. Viola Smith

TO BE FOREIGN SERVICE OFFICERS OF CLASS 7

Barry T. Benson	C. Grant Isaacs
Charles E. Brookhart	J. Winsor Ives
Carl E. Christopherson	Edward D. McLaughlin
Charles H. Ducote	Avery F. Peterson
Wilson C. Flake	Alton T. Murray
Leys A. France	Harold D. Robison
Paul S. Guinn	Donald W. Smith
R. Horton Henry	Jule B. Smith
Elisabeth Humes	William P. Wright

TO BE FOREIGN SERVICE OFFICERS OF CLASS 8

Fritz A. M. Alfson	George E. Miller
Carl H. Boehringer	Paul H. Pearson
Frederick J. Cunningham	Archibald R. Randolph
B. Miles Hammond	Henry E. Stebbins
Coldwell S. Johnston	Joe D. Walstrom
George L. Jones, Jr.	Rolland Welch
Charles F. Knox, Jr.	

TO BE FOREIGN SERVICE OFFICERS, UNCLASSIFIED

John L. Bankhead	Aldene B. Leslie
F. Lestrade Brown	Minedee McLean
Thomas S. Campen	Eugene A. Masuret
David M. Clark	Kathleen Molesworth
Edward A. Dow, Jr.	Jack B. Neathery
John L. Goshie	Katherine E. O'Connor
Theodore J. Hadraba	E. Edward Schefer
John P. Hoover	William L. Smyser
Hungerford B. Howard	Earle C. Taylor
Frederick D. Hunt	Charles O. Thompson
Donald W. Lamm	William Witman, 2d

CHANGES IN ASSIGNMENTS

[Released July 8]

Changes in assignments in the Foreign Service since July 1, 1939:

Robert D. Murphy, of Milwaukee, Wis., first secretary and consul of embassy at Paris, France, has been designated counselor of embassy at Paris.

Rollin R. Winslow, of Grand Rapids, Mich., consul at Rio de Janeiro, Brazil, has been assigned as consul at Quebec, Canada.

John Randolph, of Niagara Falls, N. Y., consul at Quebec, Canada, has been assigned as consul at Belfast, Northern Ireland.

Marcel E. Malige, of Lapwai, Idaho, consul at Warsaw, Poland, has been assigned as consul at Rio de Janeiro, Brazil.

Archibald E. Gray, of Bethlehem, Pa., second secretary and consul of legation at Helsinki, Finland, has been assigned as consul at Barcelona, Spain.

Charles L. De Vault, of Winchester, Ind., consul at Mexico City, Mexico, will retire from the Foreign Service effective October 22, 1939.

George M. Graves, of Bennington, Vt., consul at Vigo, Spain, has been assigned as consul at Colombo, Ceylon.

Fred W. Jandrey, of Neenah, Wis., vice consul at Naples, Italy, has been assigned as vice consul at Melbourne, Victoria, Australia.

David K. Caldwell, of Washington, D. C., vice consul at Kobe, Japan, has been assigned as vice consul at Canton, China.

Walter Smith, of Oak Park, Ill., vice consul at Canton, China, has been assigned as vice consul at Kobe, Japan.

Livingston Satterthwaite, of Huntingdon Valley, Pa., vice consul at Caracas, Venezuela, has been assigned for duty in the Department of State.

Orray Taft, Jr., of Santa Barbara, Calif., vice consul at Warsaw, Poland, has been assigned as vice consul at Algiers, Algeria.

Roy M. Melbourne, of Ocean View, Va., now assigned for duty in the Department of State, has been assigned as vice consul at Tientsin, China.

John F. Melby, of Bloomington, Ill., now assigned for duty in the Department of State, has been assigned as vice consul at Caracas, Venezuela.

Aaron S. Brown, of Bloomfield Hills, Mich., now assigned for duty in the Department of State, has been assigned as vice consul at Warsaw, Poland.

FOREIGN SERVICE REGULATIONS

The following Executive order concerning the Foreign Service Regulations has been issued:

Executive Order Amending the Foreign Service Regulations of the United States (Chapter IV—Administration). (E. O. 8189.) Federal Register, Vol. 4, No. 129, July 7, 1939, pp. 2783-2785 (The National Archives of the United States). [Consolidation of miscellaneous sections; no material alterations.]

Legislation

An Act Making appropriations to supply urgent deficiencies in certain appropriations for the fiscal year ending June 30, 1939, to provide appropriations required immediately for the fiscal year ending June 30, 1940, and for other purposes. (Affects the following: Alaskan International Highway Commission; Eighth Pan American Child Congress; First Pan American Housing Conference; International Committee on Political Refugees; Third International Congress for Microbiology; Mixed Claims Commission, United States and Germany; Emergencies Arising in the Diplomatic and Consular Service; International Monetary and Economic Conference and General Disarmament Conference.) (Public, No. 160, 76th Cong., 1st sess.) 11 pp. 5¢.

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